

# Hellifield Community Primary School

Kendal Road, Hellifield, Skipton, North Yorkshire, BD23 4HA

## Inspection dates

20–21 March 2013

<b>Overall effectiveness</b>	Previous inspection:	Satisfactory	3
	This inspection:	<b>Good</b>	<b>2</b>
Achievement of pupils		Good	2
Quality of teaching		Good	2
Behaviour and safety of pupils		Good	2
Leadership and management		Good	2

## Summary of key findings for parents and pupils

### This is a good school.

- Since the previous inspection achievement, teaching, and leadership and management have all improved. This is as a result of strong leadership from the headteacher supported by the governing body and all staff.
- Improvement is also as a result of the diligent tracking of pupils' progress and the extra help given to those who need it. Pupils who have special educational needs are supported well.
- Pupils make good progress throughout the school and achieve well. From broadly average starting points they reach standards that are above the national levels.
- Teaching is good overall. Teachers make learning fun and plan practical activities that pupils enjoy.
- Behaviour is good and is often exemplary in lessons. Around the school pupils are unfailingly courteous, polite and helpful.
- Pupils say they feel very safe. Parents overwhelmingly agree that the school takes good care of their children and keeps them safe.
- The good curriculum is enriched by exciting residential visits, competitive sports and village happenings.

### It is not yet an outstanding school because

- There is not enough outstanding teaching across the school.
- Teachers do not always explain exactly what they expect pupils to include in their work.
- Because challenging timescales are not given, pupils sometimes work at a comfortable rather than a rigorous pace.
- Leaders' monitoring of lessons focuses more on the activities undertaken than the quality and speed of pupils' learning.
- Pupils have only limited opportunities to learn about other social and cultural groups in Britain and internationally.

## Information about this inspection

- The inspector observed six lessons or part-lessons.
- The inspector heard pupils read in Years 1 and 2.
- Meetings were held with pupils, school staff and members of the governing body.
- The inspector visited the before- and after-school club.
- A telephone conversation was held with a representative from the local authority.
- The inspector observed the school's work and looked at a number of documents, including the school's checks on how well it is doing, safety records and the tracking of pupils' progress over time.
- The inspector analysed 18 completed online questionnaires (Parent View).

## Inspection team

Brenda Clarke, Lead inspector

Additional Inspector

## Full report

### Information about this school

- The school is smaller than the average-sized primary school.
- Almost all pupils are from White British backgrounds.
- The proportion of pupils supported through school action is well below average.
- The proportion of pupils supported at school action is below average. There are currently no pupils with a statement of special educational needs.
- The proportion of pupils known to be eligible for the pupil premium, which in this school provides additional support for pupils known to be eligible for free school meals, is well below average.
- At the time of the previous inspection pupils left the school at the end of Year 5. The school expanded in September 2012 to accommodate a Year 6 class.

### What does the school need to do to improve further?

- Improve the proportion of outstanding teaching by:
  - ensuring that teachers give challenging timescales and state clearly their expectations of what pupils must achieve in the lesson
  - ensuring that all lessons run at a good pace and that no time is wasted
  - extending opportunities for teachers to observe exemplary practice in the classroom
  - ensuring that leaders focus more specifically on the learning and progress of groups of pupils when monitoring teaching and learning in classrooms.
- Develop pupils' awareness of other social groups and cultures in Britain and internationally.

## Inspection judgements

### The achievement of pupils is good

- Year groups are small and children's skills on entry differ year on year. However, most children start school with skills which are typical for their age. Children make good progress in their Reception Year so that the majority reach at least average standards in all areas of learning, with a significant minority attaining above this. A carefully structured programme of linking sounds to letters is enabling children to achieve well in their early reading and writing. Children are taught to listen attentively and to behave well. Consequently, they are well prepared for their new learning in Year 1.
- Good progress continues across Key Stage 1. Pupils' standards have been rising steadily since 2010 and are now above average in reading, writing and mathematics by the end of Year 2. Since the previous inspection much has been done to raise standards in writing. Pupils now use their knowledge of letter sounds (phonics) to good effect to write new words confidently. They accurately sound out unfamiliar words and they read with understanding and enjoyment.
- Pupils make good progress in English and mathematics in Key Stage 2. School data and pupils' books show that the pupils in the new Year 6 class are working at above-average standards in reading and mathematics. Standards in writing lag slightly behind other subjects because pupils do not always punctuate their work appropriately.
- At the previous inspection boys achieved less well than girls in writing. The school has successfully addressed this issue by planning written tasks that engage boys, for example writing about Ancient Egypt, earthquakes or describing how machines work. Boys now attain similarly to girls.
- Pupils with special educational needs achieve well. Carefully planned activities address their differing needs and they receive good support from well-trained teaching assistants.
- Pupils who are entitled to support through the pupil premium make good progress and attain at similar levels to their classmates.
- Throughout the school adults respect pupils' views. They encourage pupils to extend their sentences, to use new words and to speak clearly. Hence, by Year 6 pupils speak confidently and explain their answers fully. Pupils are well prepared for their next stage of education.
- Pupils have good opportunities to improve their writing skills by practising them in other subjects, for example writing up a science experiment or labelling an electrical circuit. Opportunities for pupils to do this with their mathematical skills are less frequent.

### The quality of teaching is good

- Teaching is good and sometimes outstanding, but not yet frequently enough to promote outstanding progress. Teachers' expectations of how hard pupils work in lessons are not always high enough and pupils could sometimes achieve more at these times.
- The thorough checking of pupils' progress across the school provides teachers with accurate information on pupils' attainment. This is used well to plan learning that is well matched to pupils' different needs.
- School council members all agreed that teachers make learning fun. 'You get hands on', one said. Teachers plan a range of practical activities that really engage pupils and deepen their learning. For example, Class 2 pupils folded various paper shapes and in so doing consolidated their understanding of lines of symmetry.
- Staff are excellent role models for pupils. They ensure respect for others' views and plan frequent opportunities for pupils to work cooperatively in pairs and groups. This contributes significantly to pupils' social and moral development, and promotes an excellent atmosphere for learning.
- Teachers have very good behaviour-management skills so that lessons run in an orderly way

with few interruptions.

- Teachers share the purpose of the learning in the lesson introduction but do not always reinforce this prior to pupils beginning their work. Hence, pupils sometimes miss out key components in their work, for example forgetting to use a connective to join two sentences when writing. This reduces the depth of their learning.
- Teachers do not always give clear explanations about the amount of work to be done in the time available. This results in pupils working at a satisfactory rather than a brisk pace and, in some instances, not fully completing the task. The monitoring of lessons by leaders has not improved this aspect because it has focused more on the quality of the activities undertaken rather than the rate of learning by different groups of pupils.
- Teaching assistants are deployed effectively. They are well informed about the needs of particular pupils and so can purposefully intervene to support learning.
- Teachers' marking is good and clearly shows pupils both how well they have achieved and any areas for further improvement.

### **The behaviour and safety of pupils are good**

- In lessons, and around the school, pupils are unfailingly polite and friendly.
- In this small school everyone knows each other. Pupils get on well together and play harmoniously outdoors.
- Pupils really enjoy school and are enthusiastic learners. They persevere with their tasks and concentrate for good periods of time.
- Pupils are taught to think about the needs of others. They show mature attitudes and are able to reflect and give thoughtful opinions.
- Pupils' behaviour is often exemplary and lessons run smoothly. However, when teachers do not give clear timescales pupils sometimes become chatty and do not always finish their work.
- Most pupils are highly aware of how to keep safe and feel very safe in school. They show a good knowledge of e-safety.
- Parents overwhelmingly agree that the school takes good care of its pupils.
- Pupils say that there is an absence of bullying. There have been no exclusions over time and no recorded racist incidents.
- Pupils readily take on additional responsibilities such as playtime buddies and monitors. School council members take an active part in the school's decision-making processes and have recently organised a school sleep-over to raise funds for a playground gazebo.
- Attendance is above average and most pupils arrive punctually to school each day.
- Pupils' spiritual, moral and social development is promoted well. The importance of respect is modelled and reinforced by all adults and is seen in the excellent ways that pupils treat each other.
- Pupils take an active part in the events within their village community and are knowledgeable about its traditions. However, their understanding of cultures different from their own is less strong because they have limited opportunities to learn about these.

### **The leadership and management are good**

- The school is well led and managed. The staff are a unified and highly motivated team. They are led by a determined and effective headteacher.
- Relevant plans for improvement are shared by all staff and governors, and are assessed frequently to ensure good progress towards them.
- Thorough assessment of provision has enabled leaders to identify key areas for development and to work on them with the whole school team. This teamwork has ensured that all staff have introduced new ideas in a consistent way and it is a key reason why standards in writing have

risen significantly across the school.

- The school's thorough systems for checking pupils' progress identify where pupils are falling behind and effective interventions are put in place to address this. Hence, almost all pupils meet the targets they are expected to reach, with a significant number exceeding them.
- Performance management procedures are closely aligned to pupils' standards and to improving classroom practice. This is successful because teachers are made accountable for the progress of pupils in their class, and the quality of teaching has moved from a judgement of requiring improvement at the last inspection to that of good.
- The headteacher acknowledges that, as yet, some lessons do not move at a fast enough pace to accelerate pupils' learning. She is also aware that staff have too few opportunities to observe others teachers' exemplary practice.
- Links with parents have improved since the last inspection. Parents particularly appreciate the text-messaging service and interactive website.
- Partnerships are strong and enable pupils to take part in a good range of competitive sports.
- The school cares for its pupils well. Procedures to ensure pupils' safety are thorough. Safeguarding and child protection policies and practice meet current requirements.
- All staff promote equality of opportunity and all pupils have equal access to the different after-school clubs and activities.
- The good curriculum is well planned to meet the needs of mixed-aged classes. Pupils add their suggestions prior to starting a new topic and say that learning is relevant and fun.
- The local authority now provides light-touch support which is valued by the school.
- **The governance of the school:**
  - Governors have developed their roles significantly since the last inspection. They now contribute fully to the school's planning and evaluation processes and regularly check on pupils' progress. They take a full part in setting the school's priorities. Governors bring a good range of skills such as finance and personnel. They keep a close watch on the school's finances and ensure that the pupil premium funding is used effectively, but they have yet to develop systems to check on performance management outcomes.

## What inspection judgements mean

School		
Grade	Judgement	Description
Grade 1	Outstanding	An outstanding school is highly effective in delivering outcomes that provide exceptionally well for all its pupils' needs. This ensures that pupils are very well equipped for the next stage of their education, training or employment.
Grade 2	Good	A good school is effective in delivering outcomes that provide well for all its pupils' needs. Pupils are well prepared for the next stage of their education, training or employment.
Grade 3	Requires improvement	A school that requires improvement is not yet a good school, but it is not inadequate. This school will receive a full inspection within 24 months from the date of this inspection.
Grade 4	Inadequate	<p>A school that has serious weaknesses is inadequate overall and requires significant improvement but leadership and management are judged to be Grade 3 or better. This school will receive regular monitoring by Ofsted inspectors.</p> <p>A school that requires special measures is one where the school is failing to give its pupils an acceptable standard of education and the school's leaders, managers or governors have not demonstrated that they have the capacity to secure the necessary improvement in the school. This school will receive regular monitoring by Ofsted inspectors.</p>

## School details

<b>Unique reference number</b>	121402
<b>Local authority</b>	North Yorkshire
<b>Inspection number</b>	402021

This inspection of the school was carried out under section 5 of the Education Act 2005.

<b>Type of school</b>	Primary
<b>School category</b>	Community
<b>Age range of pupils</b>	4–11
<b>Gender of pupils</b>	Mixed
<b>Number of pupils on the school roll</b>	63
<b>Appropriate authority</b>	The governing body
<b>Chair</b>	Fiona Ludlam-Brown
<b>Headteacher</b>	Sara Binns
<b>Date of previous school inspection</b>	4 November 2009
<b>Telephone number</b>	01729 850215
<b>Fax number</b>	01729 850215
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